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AUTHOR Horn, Evelyn D.
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ABSTRACT

One of the current trends in education is the use of reward systems to motivate students. Students are being motivated by cash and other prizes for high grades, attendance, and good behavior. If this trend continues, educators may lose sight of the need to motivate students internally and to find better teaching methods to accomplish this goal. The solution to increased student motivation does not lie in reward programs. Rather, educators should use creative teaching techniques and a variety of classroom structures. Techniques to motivate students intrinsically might include the use of learning teams, in which small groups of students immerse themselves in a topic. Classes can be restructured to become student-centered, self-paced, and individualized by means of monthly contracts. A workshop approach can lead students to find greater satisfaction in long-term, cognitively complex tasks over which they can have control. Parents can play a major part in motivating their children in school and can become models for their children by being self-motivated. When parents and teachers acknowledge their responsibility for setting an example of self-motivation, more motivation will be seen in the students themselves. Appendixes include photocopies of seven newspaper articles describing some of the reward programs mentioned in this paper. (MM)

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An Argument for Using Intrinsic Rather Than Extrinsic Motivation, with Specific Suggestions for Teachers

Evelyn D. Horn

April 1991

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An Argument for Using Intrinsic Rather Than Extrinsic Motivation, with Specific Suggestions for Teachers

Getting to school on time, regularly attending classes and achieving good grades have been the goals of most students in the past. But what about today's students? Are they jumping out of bed, eager to begin a new day at school? William Glasser (1986), author of Control Theory in the Classroom, makes a "conservative estimate" that "...at least 50 percent [of students] by the eighth grade who are intelligent enough to do well, many even brilliantly, do poorly." He further states, "Many of these do not even finish the tenth grade: Most do not learn enough to become proficient in the basic skills at a sixth grade level, a significant group do not even learn to read and *all* hate school" (p. 2).

One of the current trends in education is the use of various reward systems to motivate students. Not only are adolescents being showered with tangible rewards for doing what was previously considered the norm, but in some school districts the reward system is winding its way down to the kindergarten level. [I recently observed a class in an elementary school where kindergarteners who behaved themselves daily were allowed to "feed Snoopy a bone." At the end of ten school days, if Snoopy had "swallowed" all ten bones, the child was rewarded by being allowed to choose a small prize from a treasure chest. No mention was made of the anguish or confusion a five year-old might feel if not permitted to choose a prize because of misbehavior two weeks earlier.]

As an educator, I have strong reservations about motivating students with prizes (alias rewards) because I am deeply concerned that if we

continue in this path, we will lose sight of the real need: that of motivating students internally and finding better teaching methods with which to accomplish this goal. An additional concern I have is that over a period of time, we may actually undermine our system of democracy with its inherent values of freedom, independence and capitalism (which is based on self-motivation) if we continue this practice.

Therefore, in this paper, I propose to:

1) Describe various reward systems presently being used in local schools;
2) Review current research involving the motivation of students, both extrinsically and intrinsically;
3) Discuss some teaching methods that are now being used successfully to motivate students internally;
4) List some questions that educators can ask themselves in regard to their own level of self-motivation.

Within the last six months, there has been a proliferation of newspaper articles about reward systems in local schools in northern Indiana. For instance, in the Culver School Corporation, "BUGS" (Bring Up Grades Soon) has been introduced. Funded by a local manufacturing company, children are being rewarded with the opportunity to win cash prizes in the amount of $5 up to a $100 savings bond for either getting on the honor roll or going up a letter grade in two subjects and receiving no F's during the prior marking period. [Appendix A]

At John Glenn High School in Walkerton, students receive a "Gold Card" if grade point averages improve; no suspensions or detentions are given; attendance is regular and students are involved in extracurricular

activities. Prizes include discounts at many of the local stores in town; free haircuts at a beauty shop, and reduced auto insurance rates at an insurance company. The last item is one of the most popular prizes because the student's insurance premiums are reduced 20 percent! [Appendix B]

At Washington High School in South Bend, students are motivated to improve their behavior and attitude- this time with a somewhat complicated three-tiered approach: a gold, silver or green card. The gold card is awarded to any student who achieves a high grade point average; two or fewer excused absences with no tardies during a nine week period and no suspensions. Students must also be involved in extracurricular or community service activity. The silver card is awarded to any student with a slightly lower grade point average and the green card is given to any student who goes up a half-letter grade and attains perfect attendance with no tardies.

Students may then receive various prizes for each card level. The gold card allows students 50 percent off the price of the prom and payment of the testing fee for one PSAT, ACT or SAT. They also receive a high school T-shirt and a certificate recognizing their accomplishment. Silver card holders receive basically the same prizes only at slightly reduced levels; i.e., 25 percent off the price of the prom ticket and 50 percent of the cost of the SAT, etc. Green card holders receive 50 percent off the admission price for all home sports games and extracurricular activities as well as four free dessert coupons and a certificate. In addition, local business people may give discounts or prizes. [Appendix C]

At North Liberty Elementary School in the Walkerton School Corporation, an elaborate game to reward children with play money has been devised primarily for the purpose of improving behavior. Children are given $10 in play money per week for having no infractions. They have to give back some of their "money" if they are disciplined in any way. After 18 weeks, students bid on items donated by parents and others with whatever remaining money they may have. [Appendix D]

The most "rewarding" experience for students that I have read about is occurring at Mishawaka High School. Prizes for "being in school every hour of every day" in addition to no more than two tardies and passing grades in five subjects, include, "a plane trip where a student can fly anywhere in the United States with a friend or family member," a lap-top computer; a hot-air balloon ride and a $250 savings bond. [Appendix E]

There have been mixed responses to rewarding students in this way. The Assistant Principal of Mishawaka High School feels that the incentives help to get students to school. A business owner says of the John Glenn program, "I hope some of the other high schools in the area catch on and start programs like this for their students." At Washington High School, a social studies teacher comments that society at large is based upon incentives and merits, so this is a natural direction in which to go. A science teacher at the same school states, "We are here to teach, the students are here to learn, and if the Incentive Program will help us in both cases, then it's a good thing." [Appendixes B, C and E]

One student from Elkhart Central High School felt strongly enough about this issue to write an editorial in the ***South Bend Tribune*** in which she

stated, "Across Indiana, high schools are trying a "bribe" system to keep students from skipping or having excessive absences." She also quotes a student at Elkhart Central who stated, "If kids want to miss school, they're going to miss school anyway" [regardless of the reward involved.] Principal of Memorial, Carolyn Cook, when asked if a reward system would be started at her school, was quoted as saying, "We've tried to come up with other things." She feels that rewarding students is just another "gimmick." [Appendix F]

We don't know what the long-term effects of rewarding students in the above various ways will bring, but some of the short term effects are mentioned in a newspaper article about Mishawaka High School. The Assistant Principal noted that in the fall of 1989 when no incentive program was in place, 43 students had perfect attendance. In the fall of 1990 with a reward system up and operating, 209 students had perfect attendance! (Appendix E) Quite a change for now, but what will happen to these same students four years from now in college or in the workforce? Will they still need to be rewarded and consequently not work, if not rewarded? (It can be a long time between gold stars once you're in the work force.)

These questions pose quite a challenge for today's educators who may be looking for fresh and innovative ways to motivate students other than with rewards. Many of the answers to these questions can be found in Deci and Ryan's book entitled, Intrinsic Motivation and Self-Determination in Human Behavior (1985), which not only traces the history of various motivational theories but also devotes a chapter to reviewing current research involving intrinsic and extrinsic rewards used specifically in

educational settings.

Deci and Ryan define intrinsic motivation as "....when a person does an activity in the absence of a reward contingency or control." Extrinsic motivation, they said, "....refers to a behavior where the reason for doing it is something other than an interest in the activity itself" (p. 35).

In an effort to further refine these definitions, we may also want to consider David Tzuriel and H. Carl Haywood's (1985) remarks in their research regarding the motivation of students. They state: "Intrinsically motivated persons tend to seek satisfaction from responsibility, achievement, challenge, and learning while the extrinsically motivated persons avoid dissatisfaction by focusing upon the ease, comfort, safety, and security afforded by nontask conditions" (p. 887).

According to Deci and Ryan, the authors of the book previously mentioned and two researchers at the University of Rochester who were given a grant to conduct research in this field by the National Science Foundation:

> The desire to explore, discover, understand, and know is intrinsic to people's nature and is a potentially central motivator of the educational process. Yet all too frequently, educators, parents, and policymakers have ignored intrinsic motivation and viewed education as an extrinsic process, one that must be pushed and prodded from without. (p. 245)

Deci and Ryan undergird their premise that intrinsic motivation is the "...central motivator of the educational process" by reviewing research such as Dashiell's, who in 1925 found that "...even hungry rats will, under

certain conditions, forego food for the opportunity to explore novel spaces...." In 1930, Nissen found that rats would walk across grids that were electrified just so that they could explore new areas. And finally, they restated Harlow, Harlow, and Meyer's (1950) findings that "....monkeys learned to solve a puzzle apparatus for no other reward than the enjoyment of doing it, and that they persisted at it for long periods" (p. 13).

In 1959, White, a forerunner in motivational studies and research, strongly believed that "...organisms are innately motivated to be effective in dealing with their environment, according to Deci and Ryan (p. 5). In 1975, Deci concluded that "... the need for competence leads people to seek and conquer challenges that are optimal for their capacities, and that competence acquisition results from interacting with stimuli that are challenging" (p. 28). Danner and Lonky's study in 1981 was also cited in which children, when allowed to choose the activities they wanted to work on, selected activities that were "...just beyond their current level of competence" (p. 28).

Deci and Ryan also reviewed research to determine whether or not positive feedback plays a role in strengthening intrinsic motivation. They concluded that it does. As to the role of negative feedback, they found that "... negative feedback that implies incompetence will decrease intrinsic motivation...whereas negative feedback that facilitates one's future competence... is hypothesized not to be deleterious to one's intrinsic motivation" (p. 61). They surmised that students who received modest amounts of negative feedback feel challenged and are willing to continue working; whereas, students who feel incompetent are less motivated after receiving negative feedback.

In another study, Harackiewicz, Abrahams and Wageman (1987) found that when students were provided with positive feedback, they felt more competent and interested in what they were doing. They also concluded that when task mastery was emphasized rather than normative comparisons, performance anxiety could be minimized in evaluative situations (p. 1022).

Koestner, Zuckerman and Koestner (1987) examined the relationship between content of praise, type of involvement, and intrinsic motivation. They found that college students who were "task-involved" (gamelike) rather than "ego-involved" (testlike) were more intrinsically motivated. An interesting sidelight to this study was that Koestner, et al., found that women showed more intrinsic motivation when praised for effort versus ability, with men showing the opposite pattern. The researchers said this may imply that "...women are more comfortable receiving effort praise but men prefer ability praise" (p. 388).

Deci and Ryan (1985) also examined the effect of deadlines, evaluation, goal imposition, and competition on intrinsic motivation and argued that all four undermined it. They found that when there is a shift in the "...perceived locus of causality from internal to external," then there is "...less persistence at the activity in the absence of external contingencies, and less interest in and enjoyment of the activity" (p. 57).

Another motivational study done by Sansone, Sachau and Weir (1989) examined the effects of instruction on intrinsic interest and specifically focused on the context in which the instruction was administered. They found that subjects who received instruction in a skills context were more

engaged in a task than subjects who received instruction in a fantasy context. They also found that "flow mood" significantly enhanced enjoyment and the interaction between the context and instruction was no longer significant (p. 826).

Flow mood is discussed in Cetron and Gayle's (1991) book, Educational Renaissance (Our Schools at the Turn of the Twenty-First Century.) They quote Univerisity of Chicago behavioral scientist, Mihaly Csikszentmihalyi, who says that "...high achievement is motivated not by competition but by the pleasure of a mental state he calls "flow," the easy, open productivity that people achieve when they take on a challenge that forces them to learn, yet is not quite beyond their reach" (p. 122).

Higgins and Sorrentino (1990) also describe flow mood in their book, Handbook of Motivation and Cognition, Vol. 2 as a time when:

> The individual no longer reflects on the qualities of the goal to be achieved, on his or her capacities to achieve the goal, or on alternative strategies on goal achievement; ....rather, the individual is completely caught up in the actions currently being executed. (p. 66)

How can students be brought into this flow state where they are so interested in what they are doing that they don't need to be motivated by rewards? I offer the following suggestions for teachers who are looking for ways to motivate their students more intrinsically.

One possibility is the use of the learning-team model in which small groups of students immerse themselves in a topic. This is thoroughly described and evaluated by William Glasser in his book mentioned at the beginning of this paper, Control Theory in the Classroom (p. 76-78).

Some of the benefits he sees to the learning team approach are:

1) Students gain a sense of belonging which in turn motivates them to work;
2) Stronger students find it fulfilling to help weaker students;
3) Learning teams help students get more in-depth understanding of a topic.

Glasser summarizes: "...teaching is not doing things *to* or *for* students: Teaching is structuring your whole approach in a way that they want to work to learn" (p. 79).

Collaborative learning is also emphasized in the Foxfire approach to teaching founded by Eliot Wigginton in the early '70's. Realizing his students intensely disliked English and composition, he looked for ways to spark their interest. What evolved was a student publication entitled, "Foxfire." From this humble beginning, Wigginton developed the Foxfire Teacher Network which encourages teachers to develop a variety of projects to motivate students.

The philosophy of Foxfire includes: "All the work teachers and students do together must flow from student interest....Connections between classroom work, surrounding communities, and the real world outside the classroom are clear....The academic integrity of the work must be absolutely clear....As the school year progresses, new activities should spiral gracefully out of the old.... and Reflection...is essential." For more information, write: Foxfire Teacher Outreach, P.O Box B, Rabun Gap, GA 30568 (*The Christian Science Monitor*, April 8, 1991).

Another way of re-structuring the classroom and thereby motivating students is described in an article in the *Phi Delta Kappan*, "To Teach

Responsibility, Bring Back the Dalton Plan" by June Edwards (1991, January). The Dalton Plan referred to a plan used in the early 1900's in which a high school in Dalton, Massachusetts, was completely restructured and patterned after well-known educator Maria Montessori's ideas. "Schedules were eliminated, bells were silenced, and students were viewed as trustworthy people entitled to considerable say about how they spent their time," is how Edwards describes it (p. 399).

Classes were student centered, self-paced and individualized by means of monthly contracts. Progress was kept track of by a system of charts. Each academic area had labs and one or several classrooms. All textbooks and library books on a particular subject were kept in the subject's lab. Tables and chairs were used and desks were eliminated. Teachers were assigned to their specialties and were available to counsel, work with small groups, etc.

An important aspect of the Dalton Plan were teacher-designed contracts that listed activities which stressed the learning of basic skills and concepts, but also included creativity and independent thinking. Once the basic skills were mastered then students were free to pursue and choose other activities. Their evaluations were based on their performance and what they understood.

Initially, students selected the contracts they wanted to work on and then went to their respective laboratories. They had to stay at least an hour in each lab, but then they could either move to another or stay where they were. They could choose to finish a month's contract all at one time or work on various contracts piecemeal. Students were not given any new contracts until all work was completed in the various disciplines. If a

student were sick or absent a good deal, he just continued working on his month's contracts until they were completed. Students were allowed to take contracts home if they wanted to get ahead.

According to Edwards,

> The Dalton Plan was based on the belief that students' interest and their sense of at least partial control over their environment were the best aids to education.... Peer cooperation was encouraged but not mandated... each day students could choose to work alone, with another student, or in a small group. They were encouraged to help their classmates (who were not segregated by grade or ability level) and to ask for help themselves (from peers or from the subject teacher).... movement from one grade to another could take place at any time during the school year.... Failure was not a part of the Dalton Plan....If necessary, a teacher could redesign a contract so that a student with serious difficulties could experience some degree of success. The emphasis was always on mastery, no matter how long it took. (pp. 399-400)

She further states that, "Teachers in Dalton Plan schools reported that behavior problems were rare when students were fully engaged in work and could make important decisions about their environment and the pace of their learning" (p. 401).

Another proponent of long-term assignments and higher order thinking is the goal of Robert Marzano, the Deputy Director of Training and

Development at the Mid-continent Regional Educational Laboratory in Aurora, Colorado. In a thought-provoking article in the ***Journal of Reading***, (1991, April) he states that educators can lead students to find greater satisfaction in "...long term, cognitvely complex tasks over which they have a great deal of control and meet some tangible, perceived needs or goals on their part" (p. 521). He shows how the workshop approach can be applied to all content areas and tasks such as: "...decision making, naturalistic inquiry, scientific inquiry, problem solving and composing" (p. 525). His ideas are certainly food for thought!

Linda Mixon Clary, an instructor in the School of Education at Augusta College in Augusta, Georgia, tackles a topic of specific interest to most educators: "Getting Adolescents to Read" in the ***Journal of Reading*** (1991, February). She strongly recommends that teachers use literature in a way that will get students reading and summarizes her six strategies as follows: "... capitalize on interests, make reading material accessible, build a conducive environment, allow time to read in school, provide significant adult models, and use motivational techniques" (p. 342).

As to "motivational techniques" Clary mentions a few she has found successful. One is to have students write books reviews that are read over the P.A. system or published in the school newspaper. Another is to share audiotapes of well-done readings as well as videos of books. She also suggests booktalks given by teachers or students in numerous formats. Her final suggestion involves the use of conference phone calls between readers and authors where students have to carefully prepare their questions. She refers teachers interested in using this technique to a

pamphlet entitled "Dial-an-Author" available from Bantam Books, 666 Fifth Ave., N.Y., N.Y. 10103 (p. 344).

Besides teachers, of course, parents can and should play a major part in motivating their children in school. In Boosting the Underachiever, Victor Cogen (1990) states that children are motivated by curiosity because they want to see how they fit into the world they perceive. He notes that parents can be excellent models for their children by setting examples. Cogen also believes that success is one of the greatest motivators and that if a child is "...free to design and experiment with solutions, he may be more motivated than if he'd received tangible rewards" (p. 138).

Martin and Barbara Nemko (1989) in their book, How to Get Your Child a Private School Education in a Public School, caution parents to be careful in using rewards: "...when starting a reward system, a child needs to earn a reward quickly or he loses interest; the goal should be one that the child will probably reach if he gives a reasonable effort; and a reward system can only work if the student agrees both that the goal is important and realistic and the reward worthwhile" (p. 61).

Ginger Black (1989), the author of Making the Grade (How to Help Your Child Have a Happy and Successful School Experience), concurs in her assessment of using rewards. She states:

> Use rewards cautiously. When a child is struggling and experiences some small success, rewards often can serve as "crumbs of encouragement" to keep trying. Big rewards are not necessary, and they need not be material.... Fancy gifts or extravagant time spent on activities for small accomplishments serve little meaningful purpose. (p. 195)

A good deal of research has also been done in the area of motivating students extrinsically, as well as intrinsically. Deci and Ryan review the token economy system in which students are given something similar to poker chips and then exchange the chips for prizes such as candy or free-time. They admit there have been some impressive results in classes with emotionally disturbed children; however, they argue that although children's behaviors improve with the use of a token economy, other goals such as conceptual learning, self-directed exploration, and flexible thinking are not enhanced (p. 262). They also express concern that once a token economy system is removed, children cannot maintain their behavior goals and fall back into their old attitudes (p. 264).

And finally, they summarized their general beliefs about extrinsic rewards in the following remarks:

> Grades, gold stars, praise from teachers, and related procedures all involve rewarding children for doing the behaviors the teacher wants. ....It is probably that they are somewhat effective in producing the behaviors that are desired by the teachers and school systems, but it is also probable that the rewarded behaviors will not become self-determined. (p. 264)

After reading Deci and Ryan's book and reviewing various studies as well as observing reward systems in my own school district, I believe that the solution to increased student motivation does not lie in bigger, better

or more creative reward programs. Rather, I believe that one of the primary solutions to this problem is for educators to use more creative teaching techniques and a variety of classroom structures to appeal to today's adolescents. Tempting as it is to put the blame solely on the home environment, I believe that educators need to first examine their own level of motivation. This can be facilitated by honestly answering the following questions:

1) Can I structure my classroom assignments and activities to give students a greater sense of achievement, challenge and responsibility?
2) Am I willing to experiment and try new teaching methods, even if I fail at first? Am I willing to introduce material in a variety of ways? [the use of computers, for example]
3) Am I excited about what I'm teaching? If not, how can I get more excited?
4) Am I subscribing to educational journals in my field so that I can read about the latest research?
5) Am I willing to make it possible for all the students in my classroom to succeed and to give them praise on a regular basis? Am I also ready to give constructive criticism after I have laid a foundation of trust between the students and myself?
6) Do I lead classroom discussions in a way that gets students completely involved? Do I introduce new material by asking questions that will arouse curiosity and fully engage students? Do these questions evolve into long-term projects which demand in-depth learning?
7) Am I willing to spend the time to investigate current sources to

share with my students rather than relying on outdated textbooks? And at the same time, do I keep on the lookout for better textbooks?

8) Am I willing to ask for help from fellow teachers who seem to be more successful than I am? Do I actually go and observe them firsthand?

9) Am I concerned about making my subject matter as relevant as possible to today's teens? [cooperation with business, vocational training, for example]

10) Am I intent upon controlling the classroom atmosphere in a positive but firm manner so that all students can learn and achieve?

11) Do I allow "choice" of an activity or assignment whenever possible so that students can feel as though they have some say in the matter?

12) Do I look for ways to determine whether or not a skill has been mastered other than in traditional ways such as testing?

13) Do I show my students simple study skills and comprehension strategies to help them master content material in my class so that they can achieve greater levels of success?

14) Do I emphasize cooperative learning rather than competition? Am I willing to try a cooperative learning lesson?

15) Do I individualize assignments whenever possible?

16) When things are going right and students are in a "flow mood," do I leave well enough alone and extend the learning period as long as possible?

17) Do I give students time to contemplate their answers in addition to raising the comprehension level of my questions, from literal or factual to interpretive and critical?

18) When students do poorly on a test, do I ask myself if I could have made anything clearer rather than automatically putting the blame on the students?

19) Before a test, do I ask students to predict possible test questions and then model acceptable answers to these so that they can be even more successful?

20) And finally, do I show genuine respect and caring for all my students and especially those students who receive little or no attention from their parents? Do I call on <u>all</u> students regularly?

All of the above questions will take honest answers for the educator who wants to "reach" his students and assist them in becoming successful, motivated learners. Teachers who are "caught up" and "on fire" themselves about their own academic discipline and genuinely like students, can show by example that learning is fun and rewarding. This attitude can be contagious especially when teachers acknowledge their own responsibility for setting an example of self-motivation. When this begins to happen, I think we'll see more motivation in students themselves.

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'BUGS' inspire Culver Elementary students

By DAVID HORN
P-N Staff Writer

CULVER — BUGS with greenbacks have invaded Culver Elementary School this winter, and nobody's calling the exterminator. In fact, principal Bill Harris promised cheering students last Friday that BUGS will be around for the rest of the school year.

"Bring Up Grades Soon" (BUGS) is a new academic improvement incentive program at the school, funded by Walker Manufacturing Co., Culver. The greenbacks are cash rewards for qualified students, presented for the first time last Friday.

"Thanks to the folks at Walker Manufacturing, we're able to offer the children several different prizes," Harris explained recently. "Three pupils will receive $5 each; three more will win $10 each; there will be two $20 cash prizes and two $50 savings bonds. The grand prize will be a $100 savings bond."

To be eligible for the drawing, a student must be on the honor roll or improve a letter grade in two subjects and receive no "F's" during the previous marking period. First graders have alternate qualifications, since they do not receive letter grades.

Boys and girls chattered excitedly as they filed into the school's orange and black school gym last Friday afternoon for this year's first drawing. "Today is a momentous occasion," Harris began, "and it will continue the rest of the year. If you don't win today, you'll have two more chances later in the year."

Voices hushed as Parrish Bowlin, human resources manager for Walker Manufacturing, reached slowly into the glass bowl to draw the name of the first $5 winner. Leaning close to the microphone, he intoned, "Sarah Nowakowksi!" as children burst into sudden applause.

Other winners followed in rapid succession — $5 for Nicole Hicks and Patricia Baldwin; $10 each for Bo Moore, Mandi Cox and Judy Farris; $20 for Brian Smith and David Jackson. Each winner came down from the bleachers to join Bowlin and Harris around the microphone.

"Shhhh!" Students hushed each other as Harris announced the next two winners would each receive $50 savings bonds. Bowlin's hand dropped into the bowl again, pulling out the names of Suzanne Overmyer and Shanelle Burns, who wound their way down to the gym floor as cheering friends stomped the bleachers in thunderous approval.

But two minutes later, you could hear a pin drop. "This final award will be for a $100 savings bond," Harris said softly and Bowlin reached down to pick the name of the big winner. When he looked at it carefully, leaned slowly over the microphone and said, "Darcy Stevens!" the old gym rafters echoed with whistles, hoots and shrieks of delight.

Each winner a certificate of merit. Cash and savings bonds will be mailed home with a letter of congratulations.

"Students at Culver Elementary

Hard work pays off

Thirteen eligible students at Culver Elementary School who won cash or savings bonds for improving their grades during the recent grading period posed last week with Parrish Bowlin, Human Resources manager for Walker Manufacturing, which funded the awards. Winners were (from left

1/10/91- The Plymouth Pilot Newspaper

More businesses back John Glenn 'Gold Card'

By DAVID HORN
P-N Staff Writer

WALKERTON — The list of businesses willing to reward John Glenn High School students who earn the school's coveted Gold Card is still growing, Principal Mike Shuler said this week. Preliminary estimates indicate the number of student cardholders will also increase this semester.

Pupils whose grade point average, lack of suspensions or detentions, attendance and extracurricular activity qualify them for the card have already been offered discounts at nearly a dozen stores in Walkerton and North Liberty, including reduced auto insurance premiums by one local agent. As the popular program becomes better known, several more firms have joined the list, including one in Plymouth. Recent additions include:

•Imogene's Beauty Shop, 70021 Willow Rd., Walkerton, will provide free haircuts for any male or female pupil holding a John Glenn Gold Card, as long as he or she retains the card.

•Radio Shack in Walkerton has agreed to reduce the price of any purchase by 10 percent for students holding the Gold Card.

•Karma Records, 1625 N. Michigan St., Plymouth, will reduce the price of CDs, tape cassettes, T-shirts and other accessories by 10 percent for any student presenting a John Glenn High School Gold Card at the time of purchase.

Karma Records' Julie Sampson contacted John Glenn Principal Mike Shuler after reading about the Gold Card program in the Pilot-News. She explained several John Glenn students shop at the store. Shuler confirmed that her business does not compete with any local Walkerton firm. He expects to deliver a window poster identifying Karma Records as a Gold Card program supporter this week.

"I've spent several days canvassing the neighborhood to locate firms willing to support our Gold Card program," Shuler said yesterday. "But I have a lot of other things to do as principal." Additional firms wishing to support Glenn's student incentive program are welcome to call 586-3195 for complete details.

"I hope some of the other high schools in the area catch on and start programs like this for their students," Sampson said. "I feel education is very important."

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1/19/91- South Bend Tribune

Improving grades is rewarding experience

By CARRIE HORVATH

A free Washington High School T-shirt, 50 percent off the prom or four free desserts in the cafeteria are just a few of the awards students can receive by achieving in school.

Washington's Student Attendance and Academic Incentive Program has the goals of improving student attendance and academic achievement, and rewarding those students who achieve these goals.

Principal David Kaser said, "Any activity or program that will help or motivate students to improve their attendance, the knowledge they learn in the classroom, and to improve student behavior, is worthwhile."

The Incentive Program consists of giving either a gold, silver or green card to students who achieve the criteria needed for each card.

Spanish teacher Joel Krueger said, "I would like to think it (the incentive program) will inspire the students who have not reached their full potential to do so, and for those students who think that school has nothing to offer for them, this should motivate them to at least come to school on a regular basis which will in turn result in better academic achievement."

To be awarded the gold card, students must achieve all of the following during the semester: Sophomores, juniors and seniors must have a 3.8 grade point average and freshmen mush have a 10.5. (A 12-point grading scale for the class of 1994 was adopted at the beginning of the school year. An A+ is worth 12 points and a D- is worth 1 point.) The only exception is any student enrolled in honors classes, who must receive all A's in regular classes and no lower than a B in honors or Advanced Placement classes.

Students also must have two or fewer excused absences with no tardies during the second nine weeks of the 1990-91 school year, four or fewer excused absences with no tardies during the second semester, and no in-school or out-of-school suspensions.

There cannot be any student dismissal referrals to the office, and students must be involved in a minimum of one extracurricular or commun. , service activity (Candy Striper, Boy Scouts, etc.) each semester.

The same criteria goes for the silver card, except sophomores, juniors and seniors must have a 3.3 GPA and freshmen must have a 9.0.

The green card is awarded when students achieve one of the following during the semester: a 0.5 GPA improvement during the previous semester grading period and perfect attendance for the second nine weeks with no tardies during the 1990-91 school year. Students must also have perfect attendance with no tardies during the second semester, and a 3.0 GPA for sophomores, juniors and seniors; an 8.0 GPA is needed for freshmen. (No D or F grades). In addition, students cannot have any failures in semester course work, and no in-school or out-of-school suspensions or student dismissal referrals to the office.

Upon achieving these goals, students are awarded incentives based upon the level of the card earned.

With the gold card, a student receives free admission to home athletic events and school-sponsored extracurricular activities. They will get 50 percent off the price of admission to the prom and payment of the testing fee for one PSAT, ACT or SAT. Students will receive a WHS T-shirt and a certificate to recognize their accomplishment.

The students holding the silver card will get 50 percent off admission to all home athletic events and school-sponsored activities. They will have 50 percent off the testing fee for one PSAT, ACT or SAT and 25 percent off the price of admission to the prom. Students will also receive a WHS T-shirt and a certificate.

Holders of the green card will have 50 percent off the admission of all home athletic events and extracurricular activities, four free dessert coupons (one per month) and a certificate.

Local businesses may team up with the school to give discounts and/or free spirit items, pens, pencils, etc.

Senior Barbie Lutomski said, "I think the Incentive Program is a good way to get kids to come to school and improve their attendance record, and also to try and achieve better grades."

Freshmen Ryan DeLee said, "I think the Incentive Program will help students achieve better in school because it gives them a reason to work harder. Many students do not want to work as hard as they can because they are lazy. With a reward for their hard work, it will give students another reason to strive for their personal best.

"The gold, silver and green cards are something they can show off and be proud of. The cards may also help you keep some of your money in your own wallet when you go to cheer on WHS sports events."

According to social studies teacher David Sexton, society at large is based upon incentives and merits, so this is a natural direction in which to go. Sexton also commented that athletes receive incentives, like letter sweaters, but there are no concrete academic goals, and finally, with this program; there will be an emphasis on rewards for academic achievement.

Science teacher Patrick Gulliford said, "We are here to teach, the students are here to learn, and if the Incentive Program will help us in both cases, then it's a good thing."

A tentative idea for students who achieve a gold, silver or green card during the second semester will be eligibility for a drawing of five $50 savings bonds or four tickets to Great America.

These cards are non-transferable. The students must provide this card and a picture ID to receive admission or the discount for the admission when attending an extracurricular activity. Any violation or infraction of the stated criteria will result in immediate loss of the card and all related privileges.

Carrie Horvath is a junior at Washington High School.

2/7/91- The Plymouth Pilot Newspaper

At North Liberty school, poor behavior "going, going, gone"

By DAVID HORN
P-N Staff Writer

NORTH LIBERTY — Penny candy cost $1 a piece. Soda was $20 a cup, and an ice cream float could set you back $35, but students at North Liberty Elementary School didn't complain during this week's first-ever Sixth Grade Auction.

Students were spending play money earned for good behavior during the first semester. Since September, the school has paid each boy and girl $10 in funny money as a discipline incentive, with small amounts subtracted for minor rule infractions like incomplete homework or talking out of turn. Overall behavior among the school's 53 sixth-graders has been excellent, but only Karla Holmes earned the maximum possible $180 for 18 consecutive weeks of perfect behavior. Regrettably, Holmes was absent on auction day. First runner-up Lindsay O'Conner accumulated $179 during the semester.

"We began to rethink our discipline policy last spring," explained sixth grade teachers Amy Foster, Tim Davis and Michele Weiss, during a brief pre-auction interview. "We wanted a system including not only consequences for poor behavior but also rewards for good behavior. We agreed on a common set of classroom rules and a shared list of consequences for children who 'choose' to break the rules. Punishments range from a teacher warning to Saturday morning detention."

Pupils with no detentions receive ten dollars of auction money each week. To sweeten the pot, an extended recess period is added for two weeks without detention. After the third week, a homework grade in one subject may be dropped. Four weeks without detention qualify boys and girls for the Breakfast Club. After five weeks, homework in one subject may be waived at the teacher's discretion. Six clean weeks entitles pupils to one free item from the bookstore. A coveted Principal Pal Award goes to anyone with seven consecutive weeks. Eight-weekers are invited to a special ice-cream party, and nine-weekers are honored guests at an exclusive North Liberty Pizza Party.

"The auction is the icing on the cake," Foster grinned. "Every sixth-grader, no matter how poor his behavior, has some money left to spend today." Most pupils were feeling flush as they filed into the cafeteria Tuesday afternoon to meet Jason Kaser of Kaser's Auction Service. "Is he going to talk fast?" they all wanted to know. "You bet," promised Davis. "He's a licensed auctioneer!"

During the next hour, Kaser's rapid-fire presentation brought fast and furious bidding for ActionMax video games, an SR17 Blackbird flying model rocket, a neonbrite baseball, a brand new Indiana Hoosiers basketball, a cherished copy of Beverly Cleary's classic "Ramona Forever," stuffed animals and much more. Students honed math skills by calculating with pencil and paper how much they'd spent and how much they had left after each successful bid.

"Our sixth grade teachers have developed this unique discipline program to guarantee each student the excellent learning climate he or she deserves," said principal Brent Kaufman. "We believe everyone can behave appropriately in our classrooms, and we're proud of the good work done by our sixth-graders."

Individuals or companies wishing to contribute items for the end-of-year auction are invited to call Kaufman at 656-8123 for complete details.

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Hard work, attendance pay off

By LYN STEGEMILLER
Tribune Staff Writer

MISHAWAKA — There were mornings last semester when Mishawaka High School junior Erica Vallance just didn't want to get out of bed and head off to school.

But she did, and her perseverance paid off.

By being in school every hour of every day last semester, not being tardy more than twice to any class and having passing grades in at least five classes, Erica has earned the right to fly anywhere in the United States with a friend or family member.

Her reward is part of a program designed to improve attendance and academic achievement at the high school. By stressing these qualities, school officials say they hope to help students reach their fullest potential and be successful.

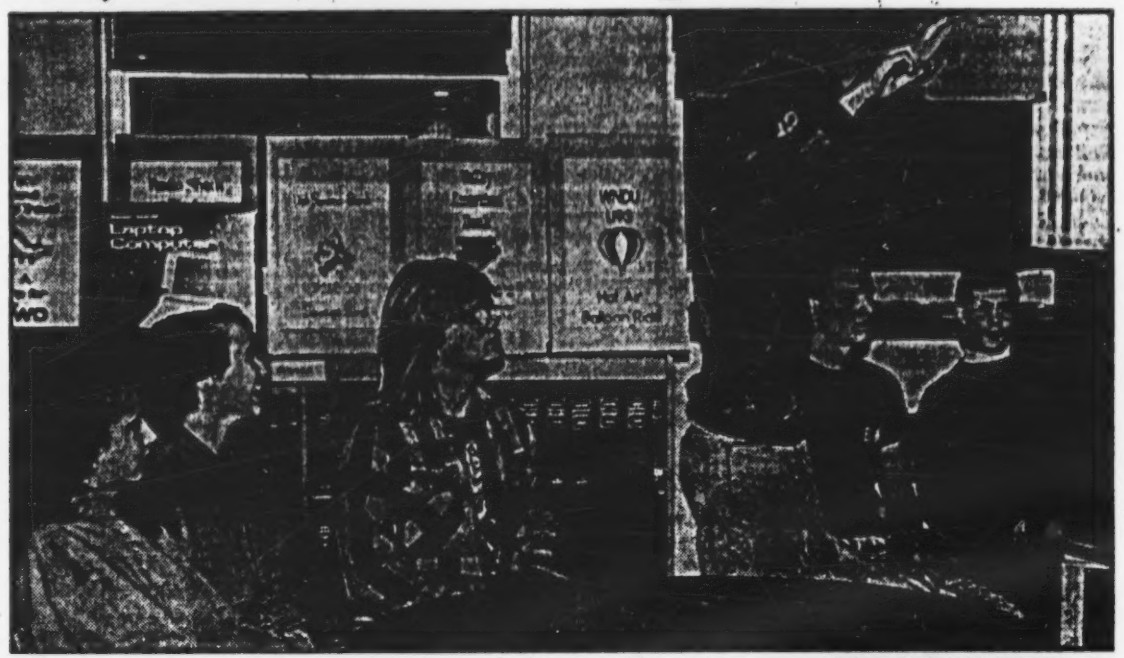
Five grand prize awards were handed out Wednesday.

Out of the 1,530-member student body, 209 students met the program guidelines and qualified to receive a $50 savings bond. Those students also became eligible for a drawing in which 10 students were selected to have their names placed in a drawing for the five grand prizes.

Freshman Brian Grove was the first to hear his name called in Wednesday's ceremonies. He selected a lap-top computer. Steven Pelletier, a sophomore, then chose five tickets to the Cedar Point amusement park. Erica came next and snatched up the trip as her prize.

Daniele Lehner, a freshman, chose a hot-air balloon ride. That left a $250 savings bond for senior Brian Baer, the last student to have his name called.

Other finalists included Marc Bonadies, Chad Clayton, Jeremy Huff, Lina Paiano and Anne Van-Bruaene.



Tribune Photo/ LYN STEGEMILLER

Brian Grove, a freshman at Mishawaka High School, raises his hand in victory after hearing that he won a lap-top computer through a program that gives out awards to students with perfect attendance and good grades.

Though none of the students interviewed spoke of a drastic turnaround in attendance or academic performance because of the incentives, each noted that the program provided added motivation on those hard-to-get-going days.

"It helped me get up out of bed on those mornings when you just don't want to move," Erica said.

"Last year I stayed home a few times because I wasn't feeling well," said Brian. "But this year, sometimes I didn't feel too well but I still made it to school."

Visions of that lap-top computer motivated him, Brian explained.

The program seems to be having that effect on a lot of students. Assistant Principal Joseph Trimboli noted that 43 students had perfect attendance in the fall 1989 semester, when no incentive program was in place. The fall 1990 semester, the second semester awards were offered, saw 209 students in class every day.

"We really shouldn't need this but it does help a lot of people," Erica said, when asked whether awards should be given out for behavior many simply expect from students.

Brian noted that the computer was just an added incentive. It was nice to get something else as well as intelligence by attending school, he said.

Trimboli noted that the incentives help get students to school.

"If students miss class on any day, they are missing something that is vital to their education," he explained.

The value of perfect attendance and good grades is stressed by the staff. Celebrities such as Lou Holtz and Bobby Knight also taped messages encouraging the students to strive for such goals, Trimboli noted.

"The values are most important," he said.

Trimboli said that another contest will get under way next week, with the specific prizes to be announced on Monday.

1/24/91- South Bend Tribune

1/26/91- South Bend Tribune

Incentives to keep teens in school seen as bribes

By CARRIE LEE

For various reasons, some students find it difficult to go to school on a regular basis. Now, schools are coming up with new ways to hold students' interest in good attendance.

Across Indiana, high schools are trying a "bribe" system to keep students from skipping or having excessive absences. Elkhart Central High School is among the many schools that reward their students for perfect attendance.

The system works like this: Students who do not miss any school become eligible to have their names put in a drawing. After the names are drawn, the person wins a prize, perhaps a new car or money (most likely in the form of a savings bond).

Does an incentive system really keep students in school? According to Josh Tomlinson, a junior at Elkhart Central, "No. If kids want to miss school, they're going to miss school anyway."

Memorial doesn't have any kind of reward system like this, as of yet. Michael Lattimer, chairman of the guidance department, said there's been talk of getting a reward program at Memorial, but so far it has not gone any further than talk.

Principal Carolyn Cook said, "We've tried to come up with other things." Cook said Memorial won't have any type of program like this in the near future because Elkhart schools have a good attendance record. She said this system of rewarding students is just another "gimmick."

Lattimer said, "I don't think it's a bad idea. For some it may help to keep up attendance." However, he does not feel that this system would do much good for the majority of the students who have attendance problems.

Carrie Lee is a sophomore at Elkhart Memorial High School.

THIS WEEK'S EDITORS

These area teen-agers served as editors for this week's Next Generation Page:

Amy Deitchley, Adams High School; Meg Goetz, Clay High School; Susannah Detlef and Santiago Flores, Riley High School; and Lance Kvetko, Washington High School.

Student contributions of articles, photographs, cartoons and illustrations are welcome.

They may be brought to The Tribune newsroom or mailed to the Next Generation Page, South Bend Tribune, 225 W. Colfax Ave., South Bend, Ind., 46626.

Area teen-agers are invited to attend weekly editing workshops. The workshops are from 4 to 5:30 p.m. Tuesdays in the second-floor conference room at The Tribune. Students need not have journalism experience to participate.

For more information about contributing to the Next Generation Page, call Beth Kohler at 233-3434, Ext. 304, between 12 p.m. and 3 p.m. Wednesdays through Fridays.

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